

Inclusive Member Facilitation

Partially adapted from materials created and compiled by Ginlin Woo and Mike Beebe

Diversity exists in the many ways we are all different from each other. There are many types of differences, including:

- ⇒ Age or generation
- ⇒ Body-size or characteristics
- ⇒ Country or nation of origin
- ⇒ Ability or disability
- ⇒ Education level
- ⇒ Ethnicity
- ⇒ Socio-economic or income level
- ⇒ Gender
- ⇒ Religion or spirituality
- ⇒ Race
- ⇒ Sexual orientation
- ⇒ Family status
- ⇒ Language
- ⇒ Gender identification
- ⇒ Skin color
- ⇒ Learning style
- ⇒ Mental health or illness

When facilitating the *Roadmap*, it's important to be aware of the many types of diversity and the many different cultural memberships that members may have. Inclusive facilitation acknowledges and understands these differences. It also tries to make the learning environment as welcoming and safe as possible for all participants.

When facilitating with members it is equally important to help them learn how to facilitate inclusively with youth. Modeling inclusive facilitation and providing train the trainer opportunities are particularly important so members can learn these skills.

Tips for Facilitating Inclusively with Members

The following lists are not intended to be a complete guide to facilitating inclusively. They are partial lists facilitators can use to start thinking about different ways to ensure that facilitation is as inclusive as possible.

Self-Awareness and Modeling Inclusive Behavior

- ⇒ Acknowledge and understand your own cultural memberships.
- ⇒ Ask for input and wisdom from all participants.
- ⇒ If facilitating as part of a group, work collaboratively and switch up which facilitators are working together throughout the process.
- ⇒ Acknowledge your own mistakes. Ask participants to tell you when you make a mistake.

- ⇒ Honor cultural values and traditions. Make a place for them while facilitating. This can include supplementing the curriculum or encouraging discussion at different points of the curriculum. Facilitators can also look for activities related to building cultural competency to see if they can be incorporated as energizers or other supplemental activities.

Supporting Members' Diversity

- ⇒ Commit to meeting each member as a unique individual with talents, hopes, passions, gifts, and challenges who has many cultural memberships.
- ⇒ Ensure that all activities are appropriate for all of your participants. All members should be able to participate equally, including those with physical disabilities, different learning styles, etc.
- ⇒ Encourage discussions about diversity, difference, and/or discrimination throughout the curriculum as appropriate. Encourage members to be honest during these discussions. Even if the curriculum seems to be coming from a certain point of view, allow members to debate that point of view.

Creating and Maintaining a Safe Space

- ⇒ Ensure that group agreements in Unit 1 are respectful and establish a safe space for all participants.
- ⇒ Be open to differing opinions without trying to influence them.
- ⇒ Plan ahead for potential "hotspots" in the curriculum. Prepare questions to encourage the discussion to move in a positive way, and also prepare different methods for diffusing conflict should the need arise.
- ⇒ If anyone (participant or facilitator) breaks a community agreement, remind them of the guidelines that all participants agreed to follow.

Providing Training of Trainers Opportunities

- ⇒ Discuss the diversity in the room. How are members different from each other? How are they the same? How does this affect how they relate to the curriculum, facilitation, process, and each other?
- ⇒ Discuss how the diversity of youth participants may differ from the diversity of members. What commonalities may youth share that members don't (e.g. age, experience)? Will there be areas where youth will be more diverse than the members facilitating? How will that affect facilitation?
- ⇒ Incorporate games and teambuilding activities related to building cultural competency and inclusive facilitation. Debrief the activities from a facilitator's viewpoint. Could the activities work well with youth? What has been learned even if there isn't time to do the activities with youth?